

# Annual Report

## Governor's Minority Student College Preparation Program



Annual Evaluation of the Progress Toward the Kentucky  
Plan for Equal Opportunities in Postsecondary Education

**2007-08**

## About the Committee on Equal Opportunities

The Council on Postsecondary Education's (CPE) Committee on Equal Opportunities (CEO) was established in 1987 to oversee the implementation of the Commonwealth's desegregation efforts. CEO serves in an advisory capacity to CPE in implementing the equal opportunity plan and objectives. The Committee oversees plan development, implementation of commitments and specific objectives, and annual evaluation of institutional progress toward implementing those objectives. The CEO has worked for over two decades to assist the Commonwealth to accomplish the commitments of The Kentucky Plan (promote equity and access in postsecondary education for African American, academically challenged, and low-income students). Among its multiple responsibilities the committee provides oversight and assessment of Kentucky's equal educational opportunity plan (The 1997-2002 Kentucky Plan for Equal Opportunities in Postsecondary Education and the 1999 Partnership Agreement) to identify indicators of student access to and success in public postsecondary education in Kentucky. Among its many responsibilities, the CEO:

- Develops and implements a statewide equal opportunity plan to assist the Commonwealth in increasing access for African Americans and other ethnic minorities in the public postsecondary education system.
- Monitors and assess the success of the Kentucky Plan and Partnership Agreement.
- Conducts campus visits to Kentucky's public postsecondary institutions, make recommendations to the Council on that plan, and receive comments from members of the educational community regarding the success of equal opportunity plan implementation.
- Collects and distributes data and reports regarding equal educational opportunity initiatives and performance.

### Members of the Committee on Equal Opportunities

Phyllis Maclin-CEO Chair

Jerome Bowles

Christopher Crumrine

Raoul Cunningham

Jesse Harris

John Johnson

Lisa Osborne

Wendell Thomas

Joseph Weis

David Welch

Charles Whitehead

John Turner (ex officio)

## PARTNERSHIP WITH THE U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS

Access to a quality postsecondary education is fundamental to the long-term success of African American and other ethnic minority groups. Similarly, it is essential to address the Commonwealth's demand for a more educated populace given the requisite skills required to attract businesses to the state and to compete in a world economy. Among the many commitments identified in the Partnership Agreement with the OCR, is a pledge to address the underrepresentation of ethnic minority students in Kentucky's public postsecondary education system.

### COMMITMENT OF THE PARTNERSHIP AGREEMENT

Commitment A.3. (a) of the Partnership Agreement with the U.S. Department of Education, Office for Civil Rights, states:

Each Commonwealth university will continue its respective recruitment and retention activities. The universities will continue to implement programs to: (1) encourage economically or educationally disadvantaged middle school students to attend college after completing high school; (2) counsel these students toward the academic and college preparatory courses which will help prepare them for college; and (3) provide academic assistance for underprepared students who wish to attend college. During the life of this agreement, CPE will continue statewide programs for middle and high school students designed to assist them in choosing a high school curriculum that will enable them to achieve that goal.

Source: Partnership Agreement for the Kentucky System of Postsecondary Education

## Executive Summary

The Council on Postsecondary Education is directed by statute to provide the Commonwealth with reports that assess the status of the goals, objectives, and progress of equal opportunity initiatives for underrepresented minority groups in the public postsecondary education system. The purpose of this report is to document statewide and institutional progress for the Governor's Minority Student College Preparation Program (GMS CPP). The 2007-08 annual summary highlights academic enrichment programs for African American middle and junior high school students at Kentucky's public universities as well as the Kentucky Community and Technical College System.

Created by the 1986 Session of the General Assembly to address the underrepresentation of African American students in postsecondary education, the GMS CPP assists students in preparing for high school and postsecondary education, enabling them to become recipients of an array of opportunities as a result of acquiring a postsecondary degree. The program builds relationships among middle, junior high, and public postsecondary education institutions, and enables students to identify and address possible academic challenges before transitioning to high school. Program directors are encouraged to administer pre- and post-tests to determine the skill level of the participants, discern how to manage the identified academic challenges, and develop academic enrichment activities to address those areas. Pre-tests are given at the onset of the program and post-tests are administered and compared at the conclusion of the program to evaluate program impact.

The 2007-08 GMS CPP evaluation report revolves around the Council's five questions that organize the Public Agenda for Postsecondary and Adult Education (2005-2010); the questions have been modified to reflect student participation in the GMS CPP. The five questions are:

1. Are more students participating in the GMS CPP—are they preparing for postsecondary education?
2. Is Kentucky postsecondary education affordable for GMS CPP participants? Do they understand the costs associated with enrollment and whether it is affordable in the Commonwealth?
3. Do GMS CPP participants complete the program; do they enroll in Kentucky's postsecondary education institutions, graduate and earn certificates/degrees?
4. Are GMS CPP participants preparing for life and work in Kentucky?
5. Are Kentucky's people, communities, and economy benefiting as a result of the GMS CPP?

Reports submitted by the universities, and KCTCS, show that as a system participants of the GMS CPP continue to show progress. Each question has been assigned an arrow to reflect progress made since the last annual evaluation report. Up arrows indicate improvement, down arrows indicate decline, and horizontal arrows indicate no change.

The key findings of this report:



**Question 1: Are more students participating in the GMSCPP—are they preparing for postsecondary education?**

Participating institutions are recruiting more students to join the GMSCPP in an effort to improve access and success for African American students and to increase the pipeline of better prepared students for Kentucky's postsecondary education system.

- Kentucky's public universities and KCTCS are committed to developing and expanding the number of prepared Kentucky resident African American students to enroll in postsecondary education.
- Each program director has committed to administer pre- and post-tests to determine the skill level of the participants, as well as develop academic enrichment activities to promote student achievement.
- Participation in the program have steadily increased, however, the program's limited funding prevents serving all that apply. Waiting lists established at five institutions in academic year 2007-08 totaled 144 students.



**Question 2: Is Kentucky postsecondary education affordable for GMSCPP participants? Do they understand the costs associated with enrollment and whether it is affordable in the Commonwealth?**

The majority of GMSCPP program directors introduced the 2007-08 participants to information regarding the academic as well as the financial investment of postsecondary education.

- Twelve (12) of the twenty-one (21) institutional programs included discussions and workshops on financial aid, Kentucky Educational Excellence Scholarship (KEES) funding, and other scholarship opportunities.
- Kentucky Higher Education Assistance Authority (KHEAA) presented workshops and distributed materials for four consecutive years at the Annual GMSCPP Statewide Conference.



### Question 3: Do GMSCPP participants complete the program; do they enroll in Kentucky's postsecondary education institutions, graduate and earn certificates/degrees?

Data presented in institutional reports indicate that a majority of the students participating in the year-round and summer programs in 2007-08 participated in most of the GMSCPP sessions and completed the program. Some program directors interview students prior to their participation, ask them to sign a contract to commit to attend the sessions, and encourage them to list personal goals they would like to achieve by the conclusion of the program.

Many students have benefited from the GMSCPP since the program's inception. However, uniform program data was not collected before 2002. In 2002 the agreements between the Council and institutions requested GMSCPP directors to utilize a common application and collect standardized data in order to follow the students' progress as they transitioned out of the program and into Kentucky's public postsecondary education system. Based upon data collected between 2002 and 2007, participation in the program has increased with the overwhelming majority of students transitioning out of the programs and participating in other programs such as TRIO, Upward Bound, and Talent Search. Additionally, many of the GMSCPP program completers, equipped with the knowledge and resources from the Council-sponsored program, have enrolled in postsecondary institutions, both in and outside of Kentucky, to earn degrees. Limited GMSCPP alumni data was shared by two institutions.

- Of the 404\* student participants in the 2004 and 05 programs transitioned out of high school, a total of 116 (28.7 percent) enrolled in a public postsecondary institution as of summer 2008 compared to 120 (20.7 percent) in 2006.
- Students participating in the 2002 program enrolled in postsecondary education institutions as freshmen in 2006 and would be expected to complete four (4) year degrees during or after 2010, depending on the four (4) year or six (6) year graduation rate.

\*Figures listed above do not include students who enrolled in colleges and universities outside of Kentucky.



#### Question 4: Are GMSCPP participants preparing for life and work in Kentucky?

The goal of the GMSCPP is to increase the pipeline of prepared high school students, subsequently influencing the college enrollment, retention, and graduation rates and encourage students to enter graduate and professional education after completing the undergraduate degree.

Participants of the GMSCPP engage in pre- and post- testing as well as rigorous academic coursework, gain experience with ACT materials, and acquire a better appreciation for and understanding of the prerequisites to enroll and be successful in postsecondary education.

- Programs introduced between four (4) and nine (9) academic enrichment courses to the participants; and presented a workshop or devoted a class to STEM (science, technology, engineering, mathematics).
- Directors also incorporated special interest topics in programs, in addition to addressing the broader program goals and objectives (for example, aquaculture, aviation, foreign language, robotics, and tutoring).



#### Question 5: Are Kentucky's people, communities, and economy benefiting as a result of the GMSCPP?

In academic year 2007-08, a total of twenty-one (21) institutions participated in the GMSCPP: seven (7) of the eight (8) universities hosted active programs (EKU placed its program in suspension due to personnel shortage) and thirteen (13) of sixteen (16) KCTCS institutions hosted active programs (two institutions, Ashland, Hazard, did not receive funding to support programs, and one institution, Jefferson, was defunded).

A total of 1,209 middle and junior high school students from across the Commonwealth participated, an increase of 118 students from the previous year (a total of 1,091 students participated in 2006-07). The number of participants, as well as the number of schools served, has consistently increased over the years. Programs achieving their enrollment limit established waiting lists. A total of 144 applicants from five institutions were placed on the waiting list for academic year 2007-08. Supplemental funding is required to accommodate

additional students interested in participating in the program. All programs maintain a similar focus: introduce students to the value and benefits of postsecondary education, establish the significance of enrolling in rigorous academic coursework to prepare for postsecondary education, and challenge students to plan for the higher admission standards and graduation requirements adopted by the Kentucky Department of Education. The GMSCPP, as well as similar programs, could minimize or eliminate the need for African American students to enroll in developmental coursework at the college level.

Former GMSCPP students graduating high school enroll in vocational and technical schools, colleges, and universities throughout Kentucky as well as other states. Another goal of the program is to introduce and encourage the GMSCPP participants to consider graduate and professional degrees once they complete the undergraduate degree. Many of the individual programs, as well as the statewide GMSCPP conferences, promote graduate and professional education through discussions with administrators, presentations by faculty and staff, and through the distribution of materials from discipline-specific workshops. The program also promotes student access, family and community involvement, and increases awareness of the process for admission and enrollment. The eight universities and the KCTCS institutions are committed to ensuring that African American students are adequately prepared to enroll in and be successful in Kentucky's postsecondary education system.



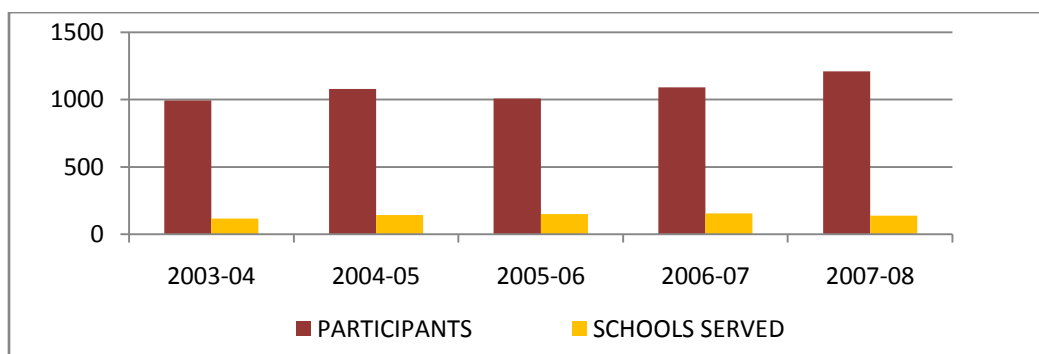
## 2007-08 GMSCPP SUMMARY OF FINDINGS

Implemented in 1986 to increase the pipeline of prepared African American middle and junior high school students in Kentucky's public postsecondary education system, the GMSCPP introduces youth to rigorous academic enrichment activities to encourage them to prepare for high school and postsecondary education. The program builds relationships among middle, junior high, and public postsecondary education institutions, and enables students to identify and address possible academic challenges before transitioning to high school. Program directors administer pre- and post-tests to determine the skill level of the participants, discern how to manage the identified academic challenges, and develop educational activities to address those areas. Pre-tests are given at the onset of the program and post-tests are administered and compared at the conclusion of the program to evaluate the impact of the program. This report looks at indicators of GMSCPP participants' success in the program as they prepare to transition to Kentucky's postsecondary education institutions. A brief summary of our findings follow:

### ***Question 1: Are more students participating in the GMSCPP—are they preparing for postsecondary education?***

Student participation in the GMSCPP has steadily increased the past several years (see Figure 1). A total of 1,209 students participated in the program in 2007-08: 959 students (79.3 percent) enrolled in the seven university programs, while 250 students (20.7 percent) enrolled in the KCTCS programs. In comparison, 1,091 students participated in the 2006-07 programs: 862 at the university level and 229 at KCTCS. The number of students enrolling in the program has steadily increased: 994 in 2003; 1,079 in 2004; 1,008 in 2005; and 1,091 in 2006.

**Figure 1: 2003-2007 GMSCPP Participation**



The number of middle and junior high schools served in the institution's service areas increased for three consecutive years before declining in 2007: 116 in 2003; 143 in 2004; 150 in 2005; 150 in 2006, and 137 in 2007. Overall, participation in the GMSCPP increased by 118 students from the previous year. Several program directors indicated that additional students have expressed an interest in participating in the GMSCPP. Waiting lists have been created for 144 students at five institutions (UofL, Elizabethtown CTC, Hopkinsville CC, Madisonville CC, and West KY CTC). Increased participation in the program will require additional fiscal support to accommodate more students.

The GMSCPP also enables students to prepare for rigorous coursework in middle, junior high, and high school. In 2007, each of the twenty (20) programs introduced participants to a variety of academic enrichment courses (four to nine subject areas) including: computer technology, English, listening skills, reading, math, science, journaling, history, and Spanish. The courses are used to help raise the performance expectations of students to encourage them to strive to excel while in middle school and to prepare for high school and postsecondary education. Increased expectations often translate to a greater focus on college preparatory courses, an increased understanding of admission requirements, and ultimately a better understanding of the importance of early preparation for postsecondary education.

While each institution has a unique focus, the overall goal of the program is to prepare students for enrollment in postsecondary education. Institutions introduced students to topics to scholastically enhance and improve their academic skills and offered a variety of academic enrichment activities (see figure 2). Additionally, all programs introduced students to STEM disciplines, and some discussed the ACT preparation materials.

**Figure 2: Academic Enrichment Courses Introduced to Participants**

ACADEMIC ENRICHMENT COURSES	EKU	KCTCS (13 Institutions)	KSU	MoSU	MuSU	NKU	UK	UofL	WKU
Art & Music	Not Active in 2007-08				x	x	x	x	
Computer Technology		xxxxxxx		x	x	x	x	x	x
Cultural Diversity		xxxx	x	x		x	x	x	x
English		xx	x	x	x		x	x	x
Foreign Language* Spanish							x	x	x
Math May include Algebra, Geometry, or Calculus		xxxxxxxxx	x	x	x	x	x	x	x
Reading		xxxxxxx	x	x			x	x	x
STEM* Science, Technology, Engineering, Math		xxxxxx xxxxxx	x	x	x	x	x	x	x
Writing/Journaling		xx			x	x	x		x

***Question 2: Is Kentucky postsecondary education affordable for GMSCPP participants? Do they understand the costs associated with enrollment and whether it is affordable in the Commonwealth?***

In addition to addressing academic preparation, directors also discussed the rising costs of college tuition, particularly as it relates to the budget shortfalls in the Commonwealth. During the past several years, research and affordability studies concluded that low-income students in Kentucky may devote a larger percentage of their incomes to cover tuition. GMSCPP directors presented information to make participants aware of the value and benefits of a postsecondary education, in addition to various resources that will assist them in enrolling. Directors highlighted the Pell Grant as well as the Work-Study program, a program that assists colleges and universities in paying wages to eligible undergraduate and graduate students working part-time to help finance their education. Students also learned about tuition assistance programs in various disciplines.

Twelve (12) of the twenty-one (21) programs arranged meetings and workshops with students, and parents, to discuss financial aid, scholarships, KEES, and budgeting for postsecondary education. GMSCPP students are learning, first hand, about need-based aid and the costs associated with postsecondary education. Students also are informed about student loans but are advised to use loans as a last resource. They also were made aware of loan forgiveness programs, which are sometimes discipline specific. For the past four years GMSCPP participants attended a workshop at the Statewide GMSCPP Conference, presented by KHEAA (Kentucky Higher Education Assistance Authority) and the Student Loan People. Students discussed and participated in activities focused on the process for completing the student financial aid application.

***Question 3: Do GMSCPP participants complete the program; do they enroll in Kentucky's postsecondary institutions, graduate, and earn certificates/degrees?***

Participating institutions are moving closer to creating a seamless system of education for GMSCPP students, including increased collaboration with K-12 and postsecondary institutions. The overwhelming majority of the programs are held on the public university or community or technical college campus to allow students to become acclimated to the campus, meet administrators, faculty, staff, and students, and experience campus life. Many of the participants are repeat enrollers, meaning that they participate in the program for several years before transitioning from eighth to ninth grade (the program is designed to serve students in grades six through eight). Almost all GMSCPP participants complete the program unless they are asked to leave for disciplinary reasons.

In addition to highlighting the number of students served, the Council staff also believes that it is equally important to focus on accountability. Each program and its director are committed to increasing the representation of African American students at their respective institution. Beginning in 2002, GMSCPP directors were asked to collect uniform data on students in the program to measure the progress of the program, assess the impact, and quantify the

program participants who enroll in Kentucky's postsecondary education system. This report identifies and highlights the enrollment trends of GMSCPP participants enrolled in the program between 2002 and 2004. The data highlights sixth, seventh, and eighth grade students that would have enrolled between fall 2005 and summer 2008 (students enrolling in fall 2008 will be included in the 2008-09 report).

Of the 404 records obtained from the 2002- 04 program data, 116 participants (28.7 percent) enrolled in college and university courses after transitioning out of the program, a slight increase from the previous year (a total of 120, or 20.7 percent, according to the 2007 data). A total of 24 (20.7 percent) of the 404 students were enrolled in dual programs as high school students, while 80 (69 percent) enrolled in regular courses and 12 (10.3 percent) enrolled in both. A total of 293 students were classified as "unknown," meaning that they were currently enrolled in the K-12 system as high school sophomore, juniors, or seniors. These statistics listed do not reflect GMSCPP participants who enrolled in colleges and universities outside of Kentucky.

The first group of GMSCPP participants—transitioning from middle to high school and high school to college and completing their undergraduate degree—have not yet been identified since the adoption of the GMSCPP statewide application. The Council staff strongly encouraged all directors to utilize the common application and to collect and retain student information in a data base. The first group of students, who are now included in the CPE database, are scheduled to complete their postsecondary education degree between 2010 (4-year graduation rate) and 2012 (6-year graduation rate).

Two institutions (UK and UofL) shared data with Council staff that featured GMSCPP Alumni. Although consistent data was not provided by both institutions, the data presented enables Council staff a starting point for identifying and tracking students as they transition through the postsecondary education system. Following is a sample of GMSCPP Alumni:

University of Kentucky GMSCPP Alumni:

- Mr. Landry Buckner attended Eastern Kentucky University and majored in Aviation Administration.
- Ms. Tava Buckner attended the University of Kentucky and majored in Agriculture Food Science.
- Ms. Whitney Emerson attended the University of Louisville and majored in Marketing.
- Mr. Matthew Holman attended Transylvania University, majored in Political Science, and later earned a degree in law.
- Ms. Allison Leggin attended the University of Kentucky and earned a BA in Fine Arts, and an MA in Family Studies.
- Mr. Derrick Morton attended Kentucky State University and the University of Oklahoma and majored in Political Science and Law, respectively.
- Ms. Mylena Morton attended Spellman and majored in Pre-Med/Biology.

- Ms. Jamie Nebbitt attended the University of Kentucky and earned a degree.
- Ms. Mary Trumbo attended Berea College and Eastern Kentucky University and majored in Communications/Music, and Music/Vocal, respectively.
- Mrs. Stephanie Williams attended Morehead State University and graduated with a degree in Animal Science.

University of Louisville GMSCPP Alumni:

- Mr. Tyrone Allen attended the University of Kentucky and completed a BA degree.
- Ms. Ja'Bani Bennett attended the University of Louisville and majored in Art History.
- Ms. Danielle Brittle attended the University of Louisville and completed a BS degree.
- Mr. Paul Duerson attended Western Kentucky University and earned a BA degree.
- Ms. Latoya Evans attended the University of Kentucky and completed a BA degree.
- Ms. Courtney Guthrie attended Jefferson Community College and earned an AS degree.
- Ms. April Keel attended Bellarmine University and earned a BA degree.
- Ms. Koneshia Lightsy attended the University of Louisville and completed a BA degree.
- Ms. Tiffany Martin attended Kentucky State University and completed a BS degree.
- Ms. Courtney Miller attended Kentucky State University and completed a BS degree.
- Ms. Eddica Shepard attended the University of Louisville and earned a BA degree.

***Question 4: Are GMSCPP participants preparing for life and work in Kentucky?***

In an effort to prepare GMSCPP participants for life and work, the GMSCPP directors continue to introduce academic enrichment activities, college preparatory courses, college admission requirements, and compare those areas to pre- and post- tests to identify deficiencies the students may have prior to transitioning to high school. Program directors are asked to record student test scores at the onset of the program and provide a useful comparison at the conclusion of the program to assist the students and parents in acquiring assistance to address areas of difficulty. Additionally, students discuss the Kentucky Department of Education's graduation requirements and high school curriculum as they prepare to enroll at Kentucky's postsecondary institutions.

Each program director identified collaborative partnerships that enabled their programs to access other resources including but not limited to: community centers, cultural centers, family resource centers, middle and junior high school counselors, Black Achiever's, Kentucky Board of Education, Junior Achievement, Gear Up, Talent Search, TRIO, and Upward Bound.

As important as it is for students to participate in the GMSCPP, it is equally significant to understand what academic and character building strategies they are exposed to. Because students enter the program with varying skill levels, directors engage the students in testing to determine their academic level as well as assess what skill level they may have acquired as a result of participating in the program (see figure 3). Of the 20 active programs, 16 administered the pre- and post- tests (14 identified them) to assist students with academic deficiencies (a total of 14 institutions administered pre- and post- tests in 2006-07, no change from the previous year). Tests administered include the ACT, GMADE/GRADE, Standardized, WRAT, and the TABE. One of the 13 KCTCS institutions, one developed their own test, and two (2) did not administer a pre- or post- test. Results of the tests varied depending on the focus of the program, length of the program, and institutional commitment.

**Figure 3: Pre- & Post- Tests Administered to GMSCPP Participants**

INSTITUTION	PRE-/POST-TEST ADMINISTERED
EKU	Program suspended for 2007-08
KSU	ACT Testing
MoSU	7 <sup>TH</sup> Grade Standardized State Test
MuSU	Standardized Test
NKU	Summer Bridge Enrichment Test
UK	Math Attitude Survey
UofL	WRAT-R3
WKU	GRADE; GMADE
Ashland CTC	Program suspended in 2007-08
Big Sandy CTC	Test administered, not identified
Bluegrass CTC	No test administered
Bowling Green TC	Collaboration with WKU
Elizabethtown CTC	Test administered, not identified
Gateway CTC	Collaboration with NKU
Hazard CTC	Program suspended in 2007-08
Henderson CC	Commonwealth Accountability
Hopkinsville CC	TABE
Jefferson CTC	Program suspended in 2007-08
Madisonville CC	GMSCPP-Assessment: Math, Science, Diversity
Maysville CTC	7 <sup>TH</sup> Grade Standardized State Test
Owensboro CTC	No test administered
Somerset CC	TABE
Southeast CTC	TABE
West KY TC	ACT,TABE

Of the seven active university programs, two utilized a standardized state test, one a math attitude survey, one a WRAT-R3 (Wide Range Achievement Test), and one the GRADE (Group Reading Assessment and Diagnostic Evaluation) and GMADE (Group Mathematics Assessment and Diagnostic Evaluation) tests. Additionally, one administered the ACT, and one the Summer Bridge Enrichment Test.

Of the 13 KCTCS programs (two collaborated with universities: Gateway/NKU and Bowling Green/WKU), nine programs administered pre- and post- tests, but, only seven identified the test: four programs utilized the TABE (Test for Adult Basic Education), one used the Commonwealth Accountability, one created and administered a GMSCPP assessment, and one the standardized state test. Two KCTCS programs did not administer a pre- or post- test.

Six (6) of the twenty (20) active GMSCPP operated only during the summer. Obviously, the year-round programs were able to provide a long-term depiction of student progress compared to a program lasting only one to three weeks. While the abbreviated programs provide beneficial academic enrichment activities, they often lack the scope and exposure that the longer-run programs offer. Additional program funding is requested each biennium to increase the level of program resources, better align them, and to enable them to operate year round. The GMSCPP has not received additional funding.

Many programs incorporate effective educational practices in their programs, associated with high levels of learning and development, in conjunction with the program goals and objectives. For example, UofL acquaints participants with the Individual Education Plan (IEP) and monitors student progress during Saturday sessions. More than half of all program directors acquaint students with special interest topics, academic programs, and careers and professions where African Americans and other minority groups have been disproportionately absent in the past (i.e., math, science, and engineering). Several institutions (MoSU, UofL, WKU) indicated that tutoring services are offered to participants through their respective institutions. Others indicated that students were exposed to the ACT test last year. At least one director registers all eighth grade participants, on a volunteer basis, for the ACT as they transition out of the program.

***Question 5: Are Kentucky's people, communities and economy benefiting as a result of the GMSCPP?***

As a system, the universities, and KCTCS have seen an increase in participation in the GMSCPP. Both the university and the KCTCS programs are making significant improvements in their programs in an effort to improve access and success for African American students and to increase the pipeline of better-prepared students for Kentucky's postsecondary education system. Many of the program directors referenced or identified school administrators, community organizations, churches, civic, and educational programs as primary collaborators with the GMSCPP. Most of the organizations and clubs are located in the same counties or within close proximity to the participating

institutions. Several institutions introduced Upward Bound and Educational Talent Search to participants to provide a “bridge” for students to successfully transition from middle to high school.

The majority of the participating institutions were represented at the June 3-4, 2008, GMSCPP Statewide Conference at the University of Kentucky. The conference theme was “Science Rules Workshop” and attracted approximately 250 middle and junior high school participants from across the Commonwealth. UK Provost Dr. Kumble R.

Subbaswamy, Dr. John Yopp, and Ms. Mildred Bailey worked with the Council staff to develop an invaluable and successful conference. Students engaged in hands-on activities associated with STEM, built a working electrical circuit board, and participated in biology, chemistry, physics, and social and environmental activities.

The GMSCPP enables K-12 and postsecondary teachers, counselors, faculty, staff, and administrators to collaborate for the good of the student. Many of the participating institutions collaborate with each other. Several universities and KCTCS institutions host joint programs: Morehead State University and Maysville CTC, Murray State University and Hopkinsville CC/Henderson CC, and Western Kentucky University and Bowling Green TC. The University of Kentucky invites students to attend the annual Engineering Day held each February in the College of Engineering, and several institutions participated in the event in February 2008. Students also are invited to participate in TRIO Day. This event rotates annually among Morehead State, Murray State, the University of Louisville, and Western Kentucky University. GMSCPP participants are invited to participate in various conferences and student-focused activities. For example, in October 2008, the National Diversity in Libraries Conference was held in downtown Louisville, and 75 tickets were presented to CPE to allow GMSCPP participants to attend.

The Council supports the promotion of postsecondary education for African Americans and other diverse groups through its many pass-through programs. Theoretically, increased student participation in the program should translate to increased access and success for African Americans and increased student enrollment in Kentucky’s postsecondary education system. Furthermore, exposure to challenging and rigorous academic enrichment activities, while in middle and junior high school, may assist in alleviating the need for many African American students to participate in developmental or remedial coursework.

Overall, the GMSCPP has been invaluable in serving African American middle and junior high school students across the Commonwealth. Many students have benefited from the program since its inception in 1987, and the program served more than 5,300 students between 2003 and 2007. Furthermore, institutions are committed to enhancing and supporting equity in postsecondary education for African Americans as well as other diverse groups. With increased state and institutional support, more students also may become beneficiaries of the statewide program, and Kentucky may see an increase in the number of bachelor’s degrees awarded to African Americans and other ethnic minority groups.